



ACCJC Standards for Student Support Services Excerpts

Accreditation Reference Handbook, July 2016 Edition; page 18

<http://accjc.org/wp-content/uploads/Accreditation-Reference-Handbook.pdf>

C. STUDENT SUPPORT SERVICES

1. THE INSTITUTION REGULARLY EVALUATES THE QUALITY OF STUDENT SUPPORT SERVICES AND DEMONSTRATES THAT THESE SERVICES, REGARDLESS OF LOCATION OR MEANS OF DELIVERY, INCLUDING DISTANCE EDUCATION AND CORRESPONDENCE EDUCATION, SUPPORT STUDENT LEARNING, AND ENHANCE ACCOMPLISHMENT OF THE MISSION OF THE INSTITUTION. (ER 15)
2. THE INSTITUTION IDENTIFIES AND ASSESSES LEARNING SUPPORT OUTCOMES FOR ITS STUDENT POPULATION AND PROVIDES APPROPRIATE STUDENT SUPPORT SERVICES AND PROGRAMS TO ACHIEVE THOSE OUTCOMES. THE INSTITUTION USES ASSESSMENT DATA TO CONTINUOUSLY IMPROVE STUDENT SUPPORT PROGRAMS AND SERVICES.

ACCJC Guide to Evaluating and Improving Institutions, January 2017 Edition; pages 6-10, 31-33, 39-40

<http://accjc.org/wp-content/uploads/Guide-to-Evaluating-and-Improving-Institutions.pdf>

WITH THE ACCJC ACCREDITATION STANDARDS ADOPTED IN 2014, THE 2002 STANDARDS PRINCIPLES CONCERNING STUDENT LEARNING OUTCOMES WERE CARRIED FORWARD AND CLARIFIED. EXPECTATIONS IN THE AREAS OF STUDENT LEARNING OUTCOMES INCLUDE THE FOLLOWING:

- THE INSTITUTIONAL GOALS AND OBJECTIVES INCLUDE STUDENT LEARNING. OPERATIONAL UNITS OF THE INSTITUTION SUPPORT STUDENT LEARNING THROUGH THESE INSTITUTIONAL GOALS AND OBJECTIVES AND THEIR RELATED UNIT GOALS.
- STUDENT LEARNING OUTCOMES ARE DEFINED AND ASSESSED FOR ALL INSTRUCTIONAL PROGRAMS, STUDENT SUPPORT SERVICES, AND LEARNING SUPPORT SERVICES.
- ASSESSMENT DATA ARE USED TO ORGANIZE INSTITUTIONAL PROCESSES, ANALYZE STUDENT LEARNING GAPS, AND IMPLEMENT STRATEGIES, ALLOCATE RESOURCES, AND CONTINUOUSLY EVALUATE THE EFFICACY OF THE INSTITUTION'S EFFORTS TO SUPPORT AND IMPROVE STUDENT LEARNING.
- THE DISCUSSION OF STUDENT LEARNING IS ONGOING AT BOTH THE INSTITUTIONAL AND PROGRAMMATIC LEVELS, AND IS TIED TO DATA ANALYSIS, PROGRAM REVIEW, PLANNING, RESOURCE ALLOCATION AND OTHER INSTITUTIONAL DECISION-MAKING.
- SUPPORT AND IMPROVEMENT OF STUDENT LEARNING OUTCOMES ARE CRITICAL FACTORS IN INSTITUTIONAL INNOVATION AND IN IMPLEMENTING NEW PROCESSES.



How to Develop a Mission Statement, Goals and Objectives

This is part of the Institution Planning Process training. Schedule your training with IRP.

<http://www.riohondo.edu/irp/wp-content/uploads/sites/35/2014/08/RHC-Annual-Planning-How-to-Develop-a-Mission-Statement.pdf>

<http://www.riohondo.edu/irp/wp-content/uploads/sites/35/2014/08/RHC-Annual-Planning-How-to-Develop-Goals-Evaluation-Objectives-Resources.pdf>



INSTITUTIONAL PLANNING PROCESS TRAINING

PLANNING SUPPLEMENTAL INFORMATION HOW TO DEVELOP A MISSION STATEMENT

I. Mission Statement

Using the information in the plans submitted by the programs, define what the purpose of the program, unit, and area is or what the program, unit, and area intends to accomplish as a whole. In other words, develop a statement that describes the mission of the program, unit, and area. Do not just copy the mission statements of program plans.

Consider the following questions:

1. How does the program, unit, or areas mission relate to and support the college's mission and strategic directions?
2. What does the program, unit, or area intend to accomplish?
3. What is the purpose of the program, unit, or area?
4. What are the intended outcomes of the program, unit, or area or what changes does the unit intend to produce?

How do we write a mission statement?

Begin by asking yourselves, how does our program/unit/area support the mission of the college? Every program/ unit/area **must** support the mission of the college, otherwise, "Why would you exist?" Second, consider the needs your program/unit/area addresses to further the mission of the college (purpose of your program/unit/area). Why does the program/unit/area exist? Every program/unit/area has a purpose, a reason for being. Lastly, ask yourselves, what are we doing to address our purpose (the business of your program/unit/area)? A mission statement is clear and precise. If it is too broad you will not know if you fulfill the mission and if it is too narrow you may find yourselves limited by it.

As you create your mission statement, ask yourselves the following questions:

1. How does our mission statement support the college's mission?

Begin by reviewing the college's mission statement, which guides the work every program/unit/area does at the college. After reading the mission statement of the college, ask yourselves, how does our program/unit/ area support the common principles or purposes that we share as a college? Then, explain how your mission statement supports the common principles or purposes in the college's mission (e.g., successful student learning, encouraging and supporting continuous learning, providing high quality instruction, etc.).

2. What is the purpose of our program/unit/area?



INSTITUTIONAL PLANNING PROCESS TRAINING

PLANNING SUPPLEMENTAL INFORMATION HOW TO DEVELOP GOALS, EVALUATION, OBJECTIVES AND RESOURCES

VIII. Goals, Evaluation, Objectives, and Resources

Using the information from earlier sections or from plans submitted by the programs, discuss and create goals and objectives for the program, unit, or area.

The following is a list of recommended steps:

- ❖ Review the progress made on last year's plan and discuss which goals and objectives have been completed, which have made progress, which will be carried forward to the next year, and which are on hold.
- ❖ If a Unit, review the goals and objectives submitted by the programs and discuss and decide which goals will be incorporated into your plan. Use the following evaluation criteria to decide whether or not to incorporate a program level goal into the unit's plan:
 - How much does the goal relate to the mission, strategic directions, and goals of the college?
 - How much will the goal help the unit further its mission?
 - How much does the goal relate to the goals suggested by other plan-level teams?
 - Is there a goal that a program submitted that the unit as a whole needs to work on to improve its performance or further its mission?
 - Strength of the rationale advocating adoption of the goal.
 - Once you review and discuss the evaluation criteria above, you need to:
 - Incorporate the goal and objective in your own plan without making any changes to it; Incorporate the goal and objective in your own plan with a few changes to it; or decide not to incorporate the goal in your plan because the program needs to address it at its level.
- ❖ Based on the program, unit, or area's strengths, weaknesses, threats, and challenges, discuss and determine what additional goals are needed to further the mission of the unit. Review the information stated in the Sections I through VI and any information you have, and discuss **if there is anything the unit can do differently with its existing resources or new resources to further its mission and/or the mission of the college.**
- ❖ Existing resources include existing staff time, supplies, duplicating, consultants, software, computers, etc.



Student Services SLO/SAO Training Reference

Appendix C

RHC Mission, Goals and Objectives

RHC MISSION STATEMENT

RIO HONDO COLLEGE IS COMMITTED TO THE SUCCESS OF ITS DIVERSE STUDENTS AND COMMUNITIES BY PROVIDING DYNAMIC EDUCATIONAL OPPORTUNITIES AND RESOURCES THAT LEAD TO DEGREES, CERTIFICATES, TRANSFER, CAREER AND TECHNICAL PATHWAYS, BASIC SKILLS PROFICIENCY, AND LIFELONG LEARNING.

<http://www.riohondo.edu/irp/wp-content/uploads/sites/35/2016/11/2016-2017-Institutional-Goals-Objectives-FINAL.pdf>



2016-2017 INSTITUTIONAL GOALS & OBJECTIVES

GOAL 1: Rio Hondo students will achieve their educational goals.

- Objective 1: The college will increase successful course completion by 0.5%, three semester persistence by 1% and 30-unit completion by 1% for students annually until 2020.
- Objective 2: The college will increase the annual transfer rate by 1% by 2018-2019 and by 1.5% by the 2019-2020 academic year. These annual transfer rates will be the proportion of students who transferred out from the previous year's fall enrollment.
- Objective 3: The college will increase the rate of students completing basic skills course sequences by 1% annually through 2019.
- Objective 4: The college will increase the number of degrees and Chancellor's Office approved certificates awarded.
- Objective 5: The college will increase assessment, orientation, education plans to first-time in college students and at risk/follow up services to probation students, basic skills students, and students with undecided majors.
- Objective 6: Increase equitable results for disproportionately impacted student groups: Latinos, males, veterans, foster youth, DSPS. (See Student Equity Goals for specific objectives for each group)

GOAL 3: Rio Hondo college will optimize its resources to achieve fiscal responsibility.

- Objective 1: Devote resources to improve physical plant, technology, equipment, and water infrastructure that will serve the district needs.
- Objective 2: Maximize specific state funding to enhance sustainability efforts by working with local utility companies, vendors and staff to achieve greater efficiencies through utility incentives and cost savings measures.
- Objective 3: The college will pursue external resources and support opportunities that align with institutional priorities that impact student success, completion, and/or transfer.
- Objective 4: Increase FTES and enrollment by 2% by June 30, 2017.

GOAL 2: Rio Hondo will continuously improve its effectiveness as an institution.

- Objective 1: RHC will evaluate the status of accreditation standards on an annual basis.
- Objective 2: RHC will institutionalize an evaluation process of governance, campus initiatives, and campus processes to ensure continual improvement.
- Objective 3: Increase staff development opportunities and participation rates for classified employees.
- Objective 4: The College will increase external visibility, outreach, and community engagement.

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